



## **AT-RISK STUDENTS AND THE STUDY OF A FOREIGN LANGUAGE IN SCHOOL**

Students who have oral and/or written language learning difficulties in their mother tongue may have problems learning another language in school. This does not mean that they should avoid the study of a new language. With appropriate instruction most students can experience success. The keys to success are the responsibility of both teachers and students. Teachers need to provide appropriate, adapted instruction that meets a particular student's needs. Students need to recognize their learning strengths and weaknesses and stay committed to the task.

### **Are students who struggle to learn a foreign language usually classified as learning disabled?**

No. Many students have difficulties learning a new language system. This does not mean that they are dyslexic or that they have a learning disability. Just as there are some students who have particular strengths in math, science, or any other discipline, some students have particular strengths in learning languages. There is great variability in people's success in studying a foreign language in school settings. Because some students classified as dyslexic or LD and those not classified as dyslexic or LD generally display similar difficulties and struggles with the foreign language, in the literature these students are sometimes referred to as "at-risk."

### **What is the nature of foreign language learning difficulties among at-risk learners?**

Students who have significant difficulties in one or more of the four language systems in their mother tongue -- reading, writing, listening, speaking -- may experience problems with foreign language learning in school. The extent of this difficulty in the foreign language classroom is likely to depend predominantly on the nature and severity of their oral and written native language problems. Students who have difficulties in most or all of the four language systems are likely to experience the most problems learning a foreign language, particularly in traditional language classrooms. Language problems can range on a continuum from mild to moderate to severe difficulties. Research findings suggest that there is not a specific "disability" for learning a foreign language. Rather, the difficulties are an extension of a continuum from very good to very poor language learners.

### **Why might a regular foreign language class be difficult to pass for at-risk learners?**

In general, foreign language teachers are not trained to identify specific learning needs, nor are they trained to provide specific accommodations. Their teacher training may have stressed whole-language-like strategies for in-class

learning and testing of the four language areas in the foreign language. Oral communication, language laboratory practice with listening tapes, and computer assisted learning are currently traditional components of foreign language learning classes. These methods of instruction may serve the ideal learner adequately, but they are often detrimental to the at-risk learner, who may need a more systematic, structured approach.

### **What kinds of problems characterize the foreign language learner with mild to moderate language difficulties?**

Examples include:

- maintaining the pace of the class
- being unable to respond immediately when called upon spontaneously for responses
- spending more time on foreign language study than other school subjects
- knowing how to study a particular foreign language concept, such as learning new vocabulary or analyzing a grammar or pronunciation rule
- comprehending spoken language, especially when it is spoken quickly
- understanding a language concept and applying it correctly in specific testing situations
- understanding directions when they are given in the foreign language
- producing spelling errors in writing

### **What additional kinds of problems characterize the foreign language learner with severe language difficulties?**

Examples include:

- learning and remembering the sounds

of the new language, especially those

sounds that have little or no resemblance to the native language

- repeating sounds, words, phrases or sentences that are provided by the teacher or through an audiotape or computer
- breaking down words of more than one syllable, such as words with prefixes and suffixes, or compound words
- reading and spelling multisyllabic words
- recognizing common spelling patterns
- understanding and applying grammatical rules, such as forming plurals and possessives and using proper word order, especially when these rules are different from the native language
- comprehending spoken language even when it is spoken slowly
- hearing a word and then recognizing it as the same word in writing

### **What might the foreign language teacher do to assist students with mild to moderate foreign language learning difficulties?**

A multisensory structured language (MSL) approach benefits students who have difficulties learning a foreign language. Key characteristics of this approach include the following recommendations:

- incorporate and combine channels of learning in the lesson (auditory, visual, and tactile/kinesthetic) (multisensory)
- provide opportunities for students to practice and review a concept frequently (repetitive principle)
- teach language concepts in a logical progression and help students to categorize concepts; also organize these language concepts

from simple to complex (structured, sequential principles)

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- build on what students already know, and make the connection between the known and

the new information explicit (cumulative principle)

- directly teach students the sounds of the letters in the foreign language and the letter(s) the sounds represent (alphabetic/phonetic principle)

- show students how to think about a language concept to be learned and ask them to explain the concept in their own words; examples include rules for applying word endings, appropriate word order, and subject/verb agreement (metacognitive principle)

- model for students the way to break apart words, for reading, especially words with multiple syllables (analysis principle)

- model for students the way to put parts of words back together for spelling (synthetic principle).

### **What additional adaptations might the teacher make that will benefit the student with severe language learning difficulties?**

Additional ways to enhance foreign language learning success include the following:

- When teaching new sounds and symbols, teach only one or two at a time.

Here the teacher emphasizes how to use mouth movements to produce clear pronunciations.

After the teacher pronounces the word, students simultaneously trace and say the sound pattern.

Repeated, explicit modeling is key, as is clarifying for students the difference between the native and the foreign language pronunciation of the same letter pattern.

- Conduct a task analysis of the concept to be learned. The teacher breaks the concept

into small working steps; often these steps are

considerably more detailed than a typical textbook presentation of the steps. The teacher models for students how to think through the concept step by step. It sometimes helps to present a memorization/recall device, such as a song, a mnemonic device, or color-coding (which works well with rules for word endings).

- Use several learning channels simultaneously (listening, speaking, reading, writing) to teach a language concept.

- Use simple visual aids, such as picture clues, whenever possible.

- Provide structured overviews (study guides, summary sheets, graphic representations) of the material covered.

- Provide guided pair work activities to practice and reinforce a concept, pairing a strong student with a weaker student.

- Use color coding for gender, verb/noun agreement, and other matching principles in the foreign language to highlight a concept.

- Use devices, such as songs with specified grammatical sentence structures, special rhythms, and words in the native language that sound like the word in the foreign language to remember a concept.

- Take time to explain how to read grammatical charts in foreign language text books.

- Provide sufficient time during tests.

### **What are other options for students with foreign language learning difficulties?**

Some high schools and colleges/universities in the United States permit qualified students to take culture substitutions for the foreign language requirement. In these schools, usually the student must be classified as learning disabled and demonstrate a history of failing foreign language courses. Schools that offer this

option generally include a statement in the school's governance document; alternatively, the

student might talk to the school's learning assistance specialist.

**Are there benefits to the study of a foreign language?**

The study of a foreign language is becoming increasingly important in our global economy and multilingual society. At-risk students can

*IDA thanks Leonore Ganschow (Professor Emerita, Miami University (OH) and Elke Schneider, Asst. Professor Winthrop University (SC) for the preparation of this fact sheet.*

also reap the benefits from the study of a foreign language in the appropriate learning environment.

Fact Sheet #25 - -06/05

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